Making Sense of ILLPs & Science

Entrance Activity

- Rotate around the room and stop for a moment at each picture. Respond to the picture with one of the following statements:
  - ***I wonder…***
  - ***I notice…***

IV-W-3: PE-1 through HI-1

HI-1: generating and organizing ideas to create a prewriting plan using multiple self-selected methods (brainstorming, webbing, writer's notebook, journal, etc.). (math, science, social studies)

Objectives:

- Review the ILLP with a focus on the completion and implementation of Attachment A
- Select performance indicators from the English Language Proficiency Standards **–Writing Domain–** that connect to science lessons/instruction
- Learn instructional strategies on how to support English Language Learners (on an ILLP) in a science classroom (through the Writing allocation)

Requi tion

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1. Inc ment
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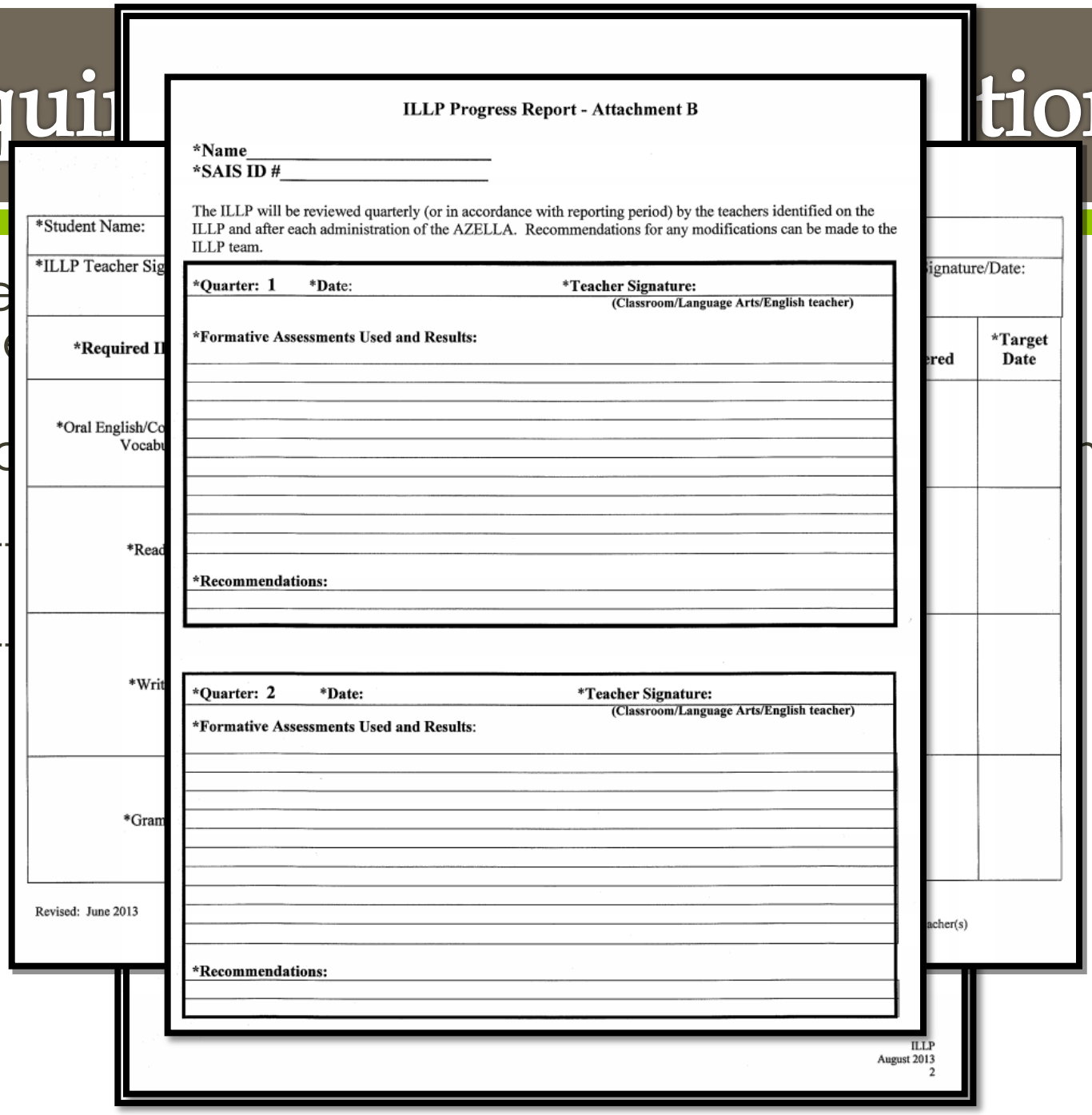


ILLP Progress Report - Attachment B

*Name_____
*SAIS ID #_____

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers identified on the ILLP and after each administration of the AZELLA. Recommendations for any modifications can be made to the ILLP team.

*Quarter: 1 *Date: *Teacher Signature:
(Classroom/Language Arts/English teacher)

*Formative Assessments Used and Results:

*Recommendations:

*Quarter: 2 *Date: *Teacher Signature:
(Classroom/Language Arts/English teacher)

*Formative Assessments Used and Results:

*Recommendations:

ILLP
August 2013
2

*Student Name:
*ILLP Teacher Sig
*Required I
*Oral English/Co Vocabu
*Read
*Writ
*Gram
Revised: June 2013
ignature/Date:
ered
*Target Date
acher(s)

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:	*SAIS ID #:	*AZE… …ficie…
*ILLP Teacher Signa…		…ature/Date:
*Requ…		…te

Raise your hand if you have provided instruction to an ELL student(s) using an ILLP.

Attachment A

- **This document is completed and signed by all teachers responsible for instruction on the ILLP.**
- **ELP Standards and Performance Indicators must be identified for each time allocation.**
  - ✓ It is recommended that each ILLP area address four to five Performance Indicators selected for each quarter
  - ✓ Goal should be achievement of Performance Indicators at the High Intermediate proficiency level
  - ✓ The result of a collaborative effort between teachers on the ILLP
- **Document the ELPS from Attachment A that are being used to differentiate instruction.**
  - ✓ Document in lesson plans or elsewhere in the classroom
  - ✓ Document daily or weekly
  - ✓ Use coding and write out the Performance Indicator

ILLP Team

First Steps…

- Decide on what class or

1. **What are the long range plans for your content?**

At the end each of quarter or grading period…

- The team will review and revise the goals in the ILLP(s).
- The team may choose to change the responsibility of the allocations based on schedule changes or long term plans.

Math	Oral English Conversation/Vocabulary
Science	Writing
Social Studies	Reading

Time Allocations
for All Grades and All Proficiency Levels

Time Allocation	**Oral English/ Conversation and Vocabulary** **60 minutes**	**Grammar** **60 minutes**	**Writing** **60 minutes**	**Reading** **60 minutes**
Standards to Use	**Listening & Speaking Domain** **Language Strand** Standard 2: Vocabulary	**Language Strand** Standard 1: Standard English Conventions	**Writing Domain**	**Reading Domain**

What does it look like during my science instruction?

Standard 1 – Writing Applications

Expository
Functional
Persuasive

Narrative
Literary Response

These would best be taught explicitly within the Language Arts classes or with a Social Studies text.

Standard 2 – Standard English Conventions

Penmanship
Spelling
Capitalization
Punctuation
Grammar/Parts of Speech
Syntax/Sentence Construction

Within the context of final products like a research paper or science fair project presentation.

Standard 3 – Writing Process

Pre-Writing
Drafting
Revising
Editing
Publishing

Within the context of final products like a research paper or science fair project presentation.

Standard 4 – Writing Elements

Ideas
Word Choice
Organization
Voice
Sentence Fluency

Within the context of final products like a research paper or science fair project presentation.

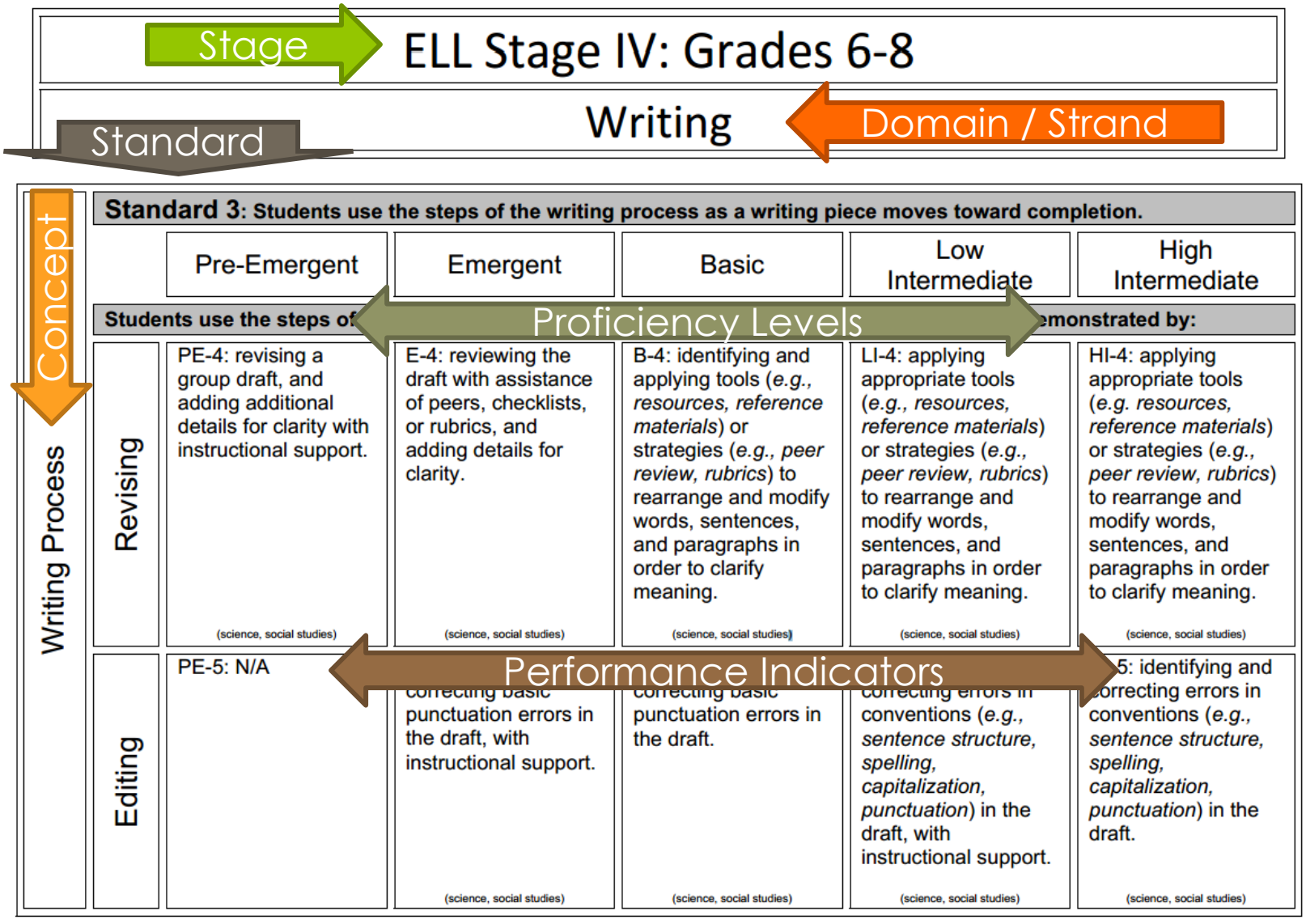
Standard 5 – Research

Research Skills

Stages (Grade Band)

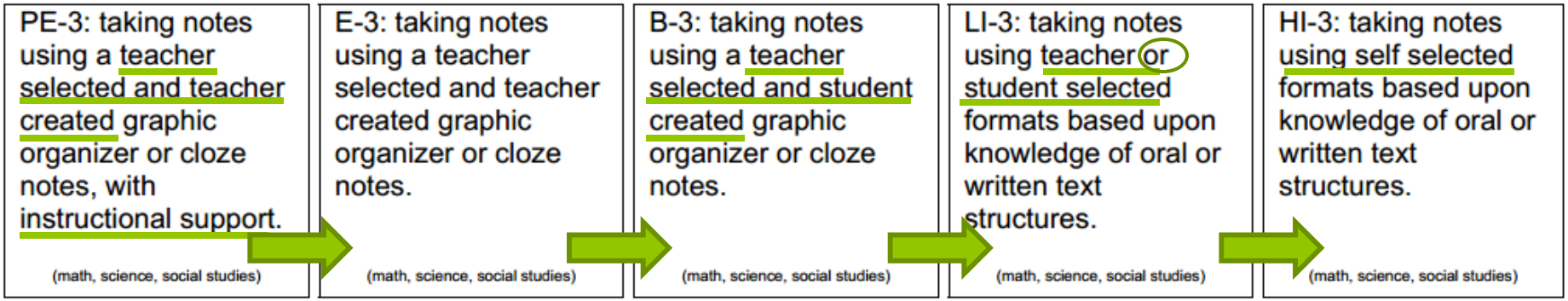
- **ELL I** corresponds to Kindergarten
- **ELL II** corresponds to grades 1-2
- **ELL III** corresponds to grades 3-5
- **ELL IV** corresponds to grades 6-8
- **ELL V** corresponds to grades 9-12

Organization



Progression of Skills

- Progression of Skills across Proficiency Levels
  - Complexity of task
  - Varied level of teacher support

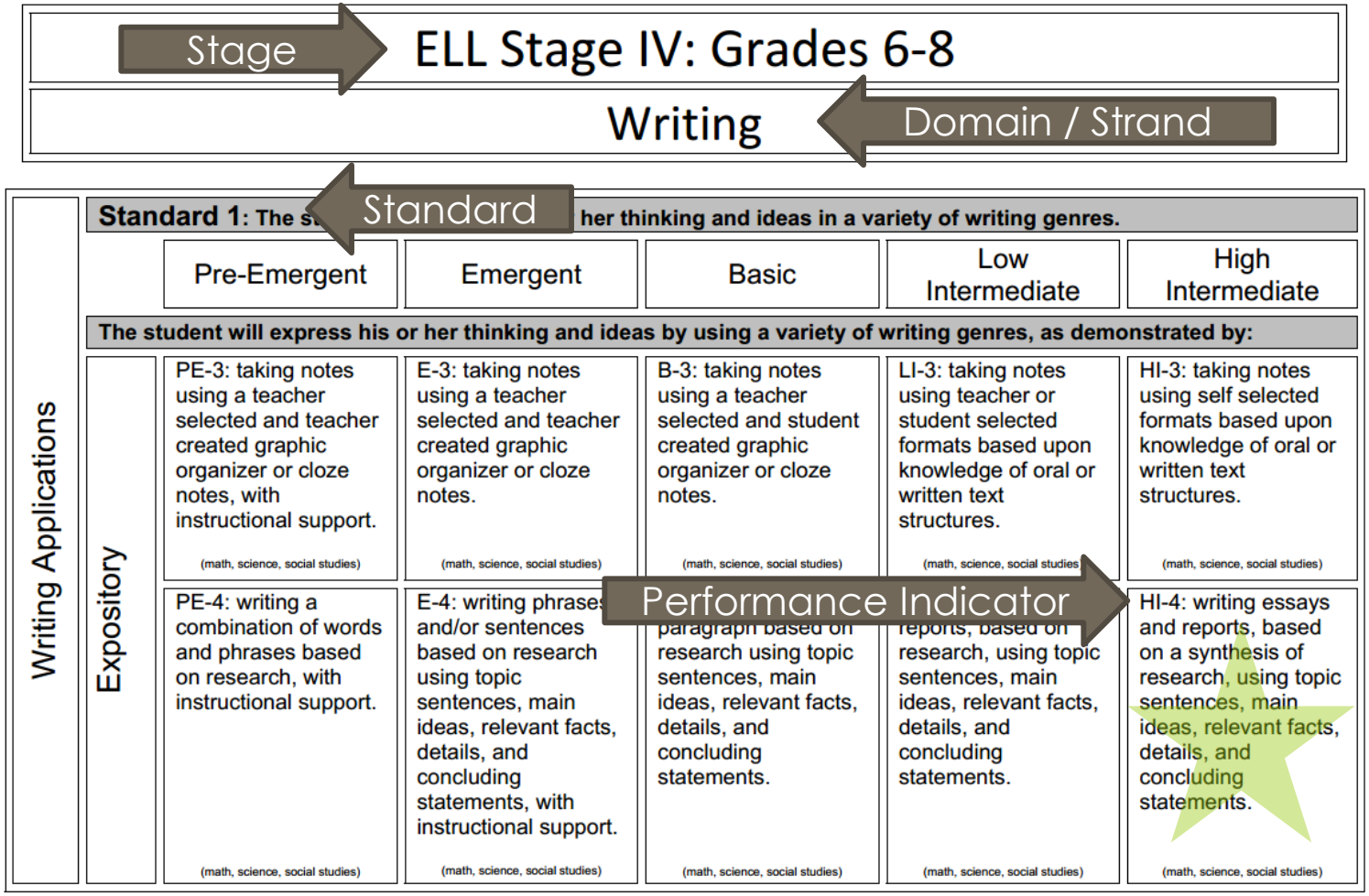


Content areas of Math, Science, and Social Studies are referenced where the specific Performance Indicator lends itself well to using these materials.

Citing the Standards

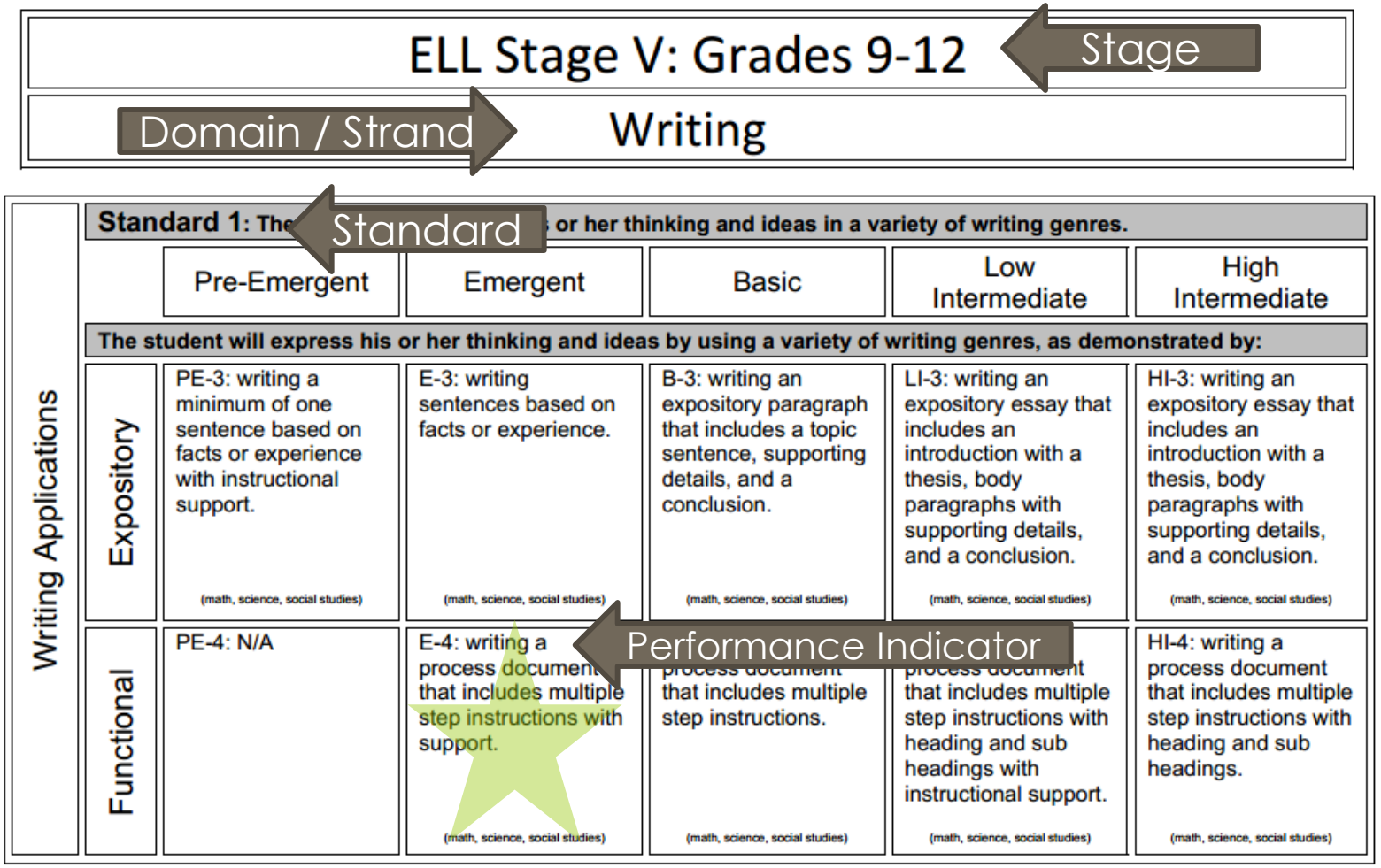
- The *Writing* domain standards could be cited as follows:

Stage - Domain/Strand - Standard # :PI



Stage - Domain/Strand - Standard #: PI

IV - W- 1: HI-4



Writing Applications	Standard 1: The … or her thinking and ideas in a variety of writing genres.				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:				
Expository	PE-3: writing a minimum of one sentence based on facts or experience with instructional support. (math, science, social studies)	E-3: writing sentences based on facts or experience. (math, science, social studies)	B-3: writing an expository paragraph that includes a topic sentence, supporting details, and a conclusion. (math, science, social studies)	LI-3: writing an expository essay that includes an introduction with a thesis, body paragraphs with supporting details, and a conclusion. (math, science, social studies)	HI-3: writing an expository essay that includes an introduction with a thesis, body paragraphs with supporting details, and a conclusion. (math, science, social studies)
Functional	PE-4: N/A	E-4: writing a process document that includes multiple step instructions with support. (math, science, social studies)	process document that includes multiple step instructions. (math, science, social studies)	process document that includes multiple step instructions with heading and sub headings with instructional support. (math, science, social studies)	HI-4: writing a process document that includes multiple step instructions with heading and sub headings. (math, science, social studies)

Stage - Domain/Strand - Standard #: PI

V - W -1: E-4

Choosing ELPS for the ILLP

1. **AZ Science Standards & AZCCRS - *Literacy in Science and Technical Subjects***
   - What am I teaching this quarter/grading period?
2. **ELPS**
   - Which ELPS encompass the science concepts?
3. **ELD Strategies in Science**
   - What are some ways I can support English language development in science?

1. Arizona Science Standards

What am I teaching this quarter/grading period?

Content Strands:
- 4: Life
- 5: Physical
- 6: Earth & Space

Strands 1, 2, and 3 are embedded within the Content Strands

Concepts: The BIG Ideas

POs (Performance Objectives): What the learner will be doing

Science & Engineering Practices

What am I teaching this quarter/grading period?

8. OBTAIN, EVALUATE AND COMMUNICATE INFORMATION

- I communicate findings clearly and persuasively
- I derive meaning from scientific text
- I engage in discussions with scientific peers
- I evaluate the validity of the findings of others

Reading Standards for Literacy in Science and Technical Subjects – Explanations and Examples

Reading Standards for Literacy in Science and Technical Subjects (RST)

Key Ideas and Details

Standards *Students are expected to:*	*Explanations and Examples*
6-8.RST.1. Cite specific textual evidence to support analysis of science and technical texts.	Students examine the details of scientific or technical text to support their analysis of the document. Supporting evidence could include citing evidence that supports the author's claim or conclusion, purpose, or perspective; evidence that supports the credibility and validity of the text, including research design or sample size; date of publication; visual representations of data and findings; or whether the supporting research has been peer reviewed. Common science texts could include magazine or newspaper articles, journal articles, science textbooks, online resources, and personal narratives. **Examples:** • Read a news article about the extent of damage caused by a hurricane. Cite specific evidence in the article that supports the author's claims of damage (cost of repairs, loss of life, habitat damage, etc.). *SC06-S3C1-01* • Read an article explaining that dominant traits are not always the most common trait in a population. Cite specific evidence from the article that would support that idea and consider research factors (sample size, sampling methods, etc.) that could further support or weaken that claim. *SC08-S4C2-03*

6-8.RST.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	Students identify the key ideas of their text and provide an accurate summary for an expository text or sequencing summary for a functional text.
	
	Examples:
	• Develop an objective summary of the information provided in the text that does not include personal opinions or perspectives. Possible topics could include:
	  ○ Difference between plant and animal cells. *SC06-S4C1-04*
	  ○ Predator and prey relationships. *SC07-S4C3-02*
	  ○ Dominant and recessive traits. *SC08-S4C2-03*
	• When reading safety considerations or procedures prior to a laboratory activity, identify key safety concerns and/or summarize necessary precautions, such as proper handling procedures for acids/bases, how to use pH paper, or how pH paper works. *SC08-S5C1-02*

2. ELPS

Which ELPS encompass the science concepts?

Matching

- Using a set of cards at your table, match/group-up the Science and Engineering Practices to ELPS Performance Indicators.

- **How do the ELP standards and the Practices support each other for instruction?**

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name: **Charlie Brown**	*SAIS ID #: **1234567**	*AZELLA Overall Proficiency Level: **Intermediate** *AZELLA Date: **02/16/2014**	
*ILLP Teacher Signature/Date: *Mr. Wizard*	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:

*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	Teacher Highly Qualified	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Writing	*60 minutes	**Mr. Wizard**	(Y) N	**IV-W-1:HI-3:** taking notes using self selected formats based upon knowledge of oral or written text structures. (math, science, social studies) **IV-W-1:HI-4:** writing essays and reports, based on a synthesis of research, using topic sentences, main ideas, relevant facts, details, and concluding statements. (math, science, social studies) **IV-W-1:HI-6:** writing a variety of functional text (e.g., directions, procedures, graphs/tables, brochures) that addresses audience, stated purpose and context. (math, science, social studies) **IV-W-2:HI-11:** using interrogative sentences in a variety of writing applications. (math, science, social studies) **IV-W-5:HI-2:** recording hypotheses, reflections, questions, speculations, decisions, and conclusions structured around a scientific investigation. (science, social studies)	**10/17/14**

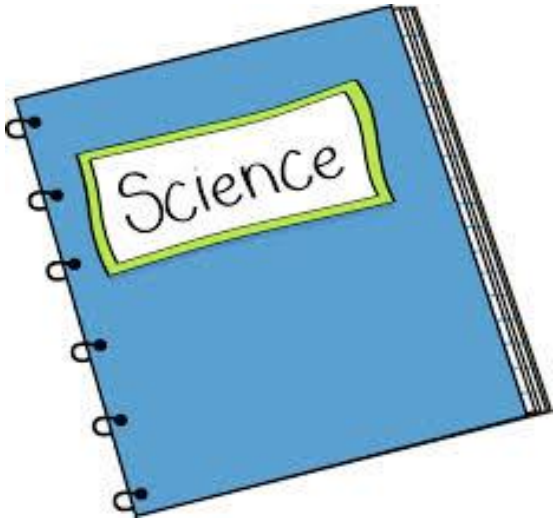
3. ELL Strategies in Science – Guidance Document

What are some ways I can support English language development in the science?

- Group Work
- Graphic Organizers
- Prior Knowledge
- Academic Language Scaffolding
- Context Clues
- Realia
- Experiential Learning
- Leveled Questions
- Multiple Intelligences
- Formative Assessment

Implementing the ILLP

- Arizona Science Standard
- AZCCRS Writing Literacy in History/Social Studies, Science, and Technical Subjects
- ELP Standards



Differentiating for ELLs

4th grade

Science Content Standard	Strand 5: Physical Science Concept 3: Energy and Magnetism Investigate different forms of energy. PO 2. Construct series and parallel electric circuits PO 3. Explain the purpose of conductors and insulators in various practical applications.
Science & Engineering Practices	Practice 6: Constructing Explanations and Designing Solutions Performance Expectation: Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. • Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound. Examples of constraints could include the materials, cost, or time to design the device.
AZCCR Literacy Standards	4.W.8 Recall relevant information from experiences or gather relevant information from print and digital resources; take notes and categorize information, and provide a list of sources. 4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
ELP Writing Standards	III – W-1: HI-3: taking notes using self selected formats based upon knowledge of oral or written text structures with instructional support. (e.g., Student selects Venn Diagram for comparing and contrasting text). (math, science, social studies) IIII– W-1:HI-1: generating and organizing ideas to create a prewriting plan using multiple self-selected methods (brainstorming, webbing, writer's notebook, journal, etc.). (math, science, social studies)
ELL Strategies	• Model note taking and summarization • Provide sentence starters to support note taking • Use of graphic organizers and illustrations for prewriting

III-W-1: PE-3 to HI-3

	PE-3	E-3	B-3	LI-3	HI-3
Expository	PE-3: taking notes using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (*e.g., teacher modeling, visuals, word banks, etc.*). (math, science, social studies)	E-3: taking notes using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (*e.g., teacher modeling, visuals, word banks, etc.*). (math, science, social studies)	B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes with instructional support (*e.g., teacher modeling, visuals, word banks, etc.*). (math, science, social studies)	LI-3: taking notes using teacher or student selected formats based upon knowledge of oral or written text structures with instructional support (*e.g., Student selects Venn Diagram for comparing and contrasting text*). (math, science, social studies)	HI-3: taking notes using self selected formats based upon knowledge of oral or written text structures with instructional support. (*e.g., Student selects Venn Diagram for comparing and contrasting text*). (math, science, social studies)

Note Taking Strategies

Intermediate/ High Intermediate

Self-selected note taking – depends on the lecture (could offer two organizers such as a foldable or a student created flow-chart)

or

8th grade

Science Content Standard	Strand 5: Physical Science Concept 2: Motion and Forces Understand the relationship between force and motion. PO 4. Describe forces as interactions between bodies (Newton's 3rd Law of Motion).
Science & Engineering Practices	Practice 6: Constructing Explanations and Designing Solutions Performance Expectation: Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects. • Examples of practical problems could include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle.
AZCCR Literacy Standards	6-8.WHST.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ELP Writing Standards	IV-W-5: HI-2: recording hypotheses, reflections, questions, speculations, decisions, and conclusions structured around a scientific investigation. (science, social studies)
ELL Strategies	• Provide sentence starters to support note taking • Use of graphic organizers and illustrations for prewriting – Window notes to help organize and summarize (vocabulary, illustrations with labels, key concepts, questions) • Science Notebook writing

IV-W-5:PE-2 to HI-2

	PE-2	E-2	B-2	LI-2	HI-2
Research	PE-2: visually representing the observations of scientific investigations. (science)	E-2: writing questions for further inquiry based on a scientific investigation, with instructional support. (science)	B-2: writing original questions and predictions for further inquiry based on the conclusions of a scientific investigation. (science)	LI-2: organizing student collected data (*e.g., facts they learn, procedures they conduct*) in appropriate format. (science, social studies)	HI-2: recording hypotheses, reflections, questions, speculations, decisions, and conclusions structured around a scientific investigation. (science, social studies)

Science Notebook Writing

Intermediate/High Intermediate

Write and illustrate [observations] based on the data gathered in the investigation.

Students provide speculations, decisions and conclusions based on his/her observations.

HS Biology

Science Content Standard	Strand 4: Life Science Concept 3: Interdependence of Organisms Analyze the relationships among various organisms and their environment. PO 1. Identify the relationships among organisms within populations, communities, ecosystems, and biomes.
Science & Engineering Practices	Practice 5: Using Mathematics and Computational Thinking Performance Expectation: Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. • Emphasis is on quantitative analysis and comparison of the relationships among interdependent factors including boundaries, resources, climate, and competition. Examples of mathematical comparisons could include graphs, charts, histograms, and population changes gathered from simulations or historical data sets.
AZCCR Literacy Standards	9-10.WHST.1. Write arguments focused on discipline-specific content. 9-10.WHST.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELP Writing Standards	V – W-5: HI-4 summarizing information, from more than one source, in a written report which includes an introduction, supporting information, examples, and a conclusion. (science, social studies) V – W-4: HI-12 using precise vocabulary and descriptive phrases that convey the intended message. (math, science, social studies)
ELL Strategies	• Word Walls with sample sentences and synonyms/antonyms supported with pictures/illustrations • Provide sentence starters to support note taking • Concept organizer for eliciting, organizing, and developing background knowledge (cause and effect)

V-W-5:E-4 to HI-4

Research	PE-4: N/A	E-4: summarizing information, from a teacher-provided source, in a written report which includes a topic sentence and three supporting sentences with instructional support. (science, social studies)	B-4: summarizing information, from more than one teacher-provided source, in a written report which includes a topic sentence, at least three supporting sentences. (science, social studies)	LI-4: summarizing information, from more than one source, in a written report which includes an introduction, supporting information, examples, and a conclusion. (science, social studies)	HI-4: summarizing information, from more than one source, in a written report which includes an introduction, supporting information, examples, and a conclusion. (science, social studies)

Outlines/Notes

Intermediate:

Video Notes	Article Notes
•	•
•	•
•	•

Summary:

Introduction:

Supporting details WITH examples:

1.
2.
3.

Conclusion:

1. **Choose one ELPS performance indicator from the green box that supports the PO on the left.**
2. **How could you differentiate the instruction for the ELL in your class?**

Strand 4; Concept 1: The Cell
Understand the role of the cell and cellular processes.

PO 2. Compare the form and function of prokaryotic and eukaryotic cells and their cellular components.

Lesson Summary

Cells play a vital role in keeping us alive by controlling all types of biochemical functions inside an organism. Organelles, which are membrane-bound compartments, are the biggest difference between bacteria (prokaryotic) and cells that make up the human body (eukaryotic). Eukaryotes organize different functions within the specialized membrane-bound compartments, organelles. These structures do not exist in prokaryotes.

Writing ELPS:

IV-W-1:HI-3: taking notes using self selected formats based upon knowledge of oral or written text structures. (math, science, social studies)

IV-W-1:HI-4: writing essays and reports, based on a synthesis of research, using topic sentences, main ideas, relevant facts, details, and concluding statements. (math, science, social studies)

IV-W-1:HI-6: writing a variety of functional text (e.g., directions, procedures, graphs/tables, brochures) that addresses audience, stated purpose and context. (math, science, social studies)

IV-W-2:HI-11: using interrogative sentences in a variety of writing applications. (math, science, social studies)

IV-W-5:HI-2: recording hypotheses, reflections, questions, speculations, decisions, and conclusions structured around a scientific investigation. (science, social studies

Attachment B

ILLP Progress Report - Attachment B

***Name**_____
***SAIS ID #**_____

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***Quarter: 1** ***Date:** ***Teacher Signature:**
(Classroom/Language Arts/English teacher)

***Formative Assessments Used and Results:**

***Recommendations:**

***Quarter: 2** ***Date:** ***Teacher Signature:**
(Classroom/Language Arts/English teacher)

***Formative Assessments Used and Results:**

***Recommendations:**

Revised: November 2011 * Indicates required information

- Formative Assessments (ex Science Notebooks, Checks for Understanding, Ticket Out the Door, etc.)
- Benchmark Assessments
- Program Assessments
- Written reports or connections to research
- Responses to investigations

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Overview

The **Office of English Language Acquisition Services (OELAS)** is committed to providing guidance, assistance, and support to all of Arizona's school districts and charter schools charged with the educational needs of Arizona's English language learner (ELL) population by... -more-

What's New:

- ELD Professional Development for September-October 2014
- PELL Meeting Flyer for Friday, September 19, 2014
- ELL Coordinator Boot Camp Flyer for Thursday, September 18, 2014
- OELAS ELL Connections Newsletter

Hot Topics:

- 2014 ELL Student Success Stories Flyer
- 2014 OELAS Conference – Session Proposal Application

FAQ

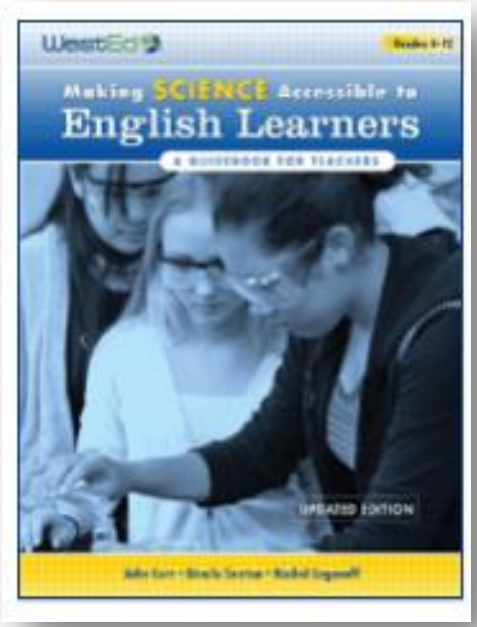
ELP Standards

ELD Professional Development

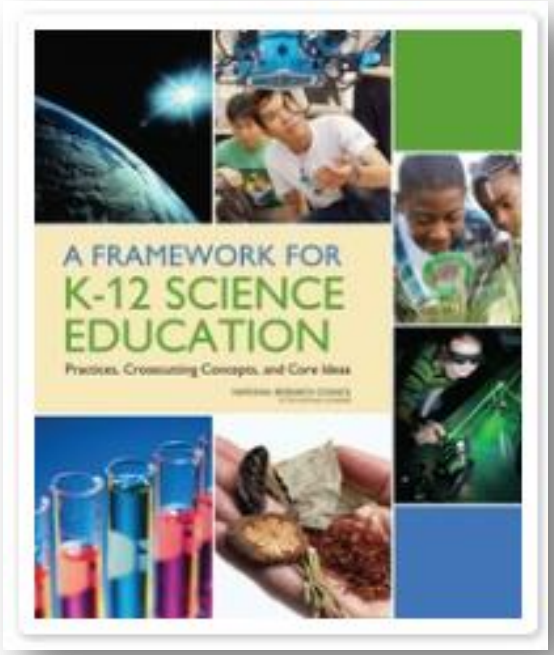
ELD Resources

PELL

Science Resources



Some chapters available on PDF



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CONTACT US

QUESTIONS?

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